

78/1970

THE AUSTRALIAN NATIONAL UNIVERSITY

CENTRE FOR CONTINUING EDUCATION

ANNUAL REPORT 1969

Members of the Advisory Committee 1969:

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The Deputy Vice-Chancellor
Mr. R. J. Bennetts
Dr. S. V. Boyden
Professor C. A. Gibb
Professor A. N. Hambly
Professor A. H. Johns
Mr. P. Mosedale
Professor P. H. Partridge
Dr. A. B. Roy

List of Staff:

Dr. C. Duke, M.A.(Cantab.), Ph.D.(Lond.), (from May 1969)	Director
Mr. B. H. Crew, B.A., Dip.Ed.(Q'ld.), M.A.	Senior Lecturer
Dr. N. F. C. Haines, B.A.(Lond.), Ph.D.(Lond.) (from November 1969)	Senior Lecturer
Mr. L. Hayes, (from December 1969)	Administrative Office
Mrs. V. Taylor, B.A.(N.Z.)	Clerk Grade IV
Mrs. K. Bingham	Clerk Grade II
Miss M. Piddington	Secretary
Mrs. M. Broomfield	Clerk/Typist
Miss A. Tier, (from November 1969)	Clerk/Typist

List of Tutors:

Alfonso, Dr. A.	Gibson, Miss C.
Basham, Professor A. L.	Ginnane, Mr. W. J.
Blakers, Mrs. C.	Graneek, Mrs. M.
Boyden, Dr. S. V.	Green, Dr. D. H.
Brown, Professor D. A.	Grech, Miss M.
Caiger, Dr. J. G.	Halford, Mr. G. E.
Caldwell, Mr. G. T.	Halligan, Mr. G. J.
Campbell, Mr. R.	Harris, Mr. J.
Campbell, Dr. K. S.	Harvey, Mr. L. V.
Carman, Mrs. G.	Hayes, Mr. L.
Casey, Mr. J. N.	Hayes, Mrs. S.
Chappell, Dr. B. W.	Hensen, Mrs. J.
Conybeare, Dr. C. E. B.	Hobbs, Dr. B. E.
Coventry, Mr. R. J.	Holt, Mr. R. F.
Crook, Dr. K. A. W.	Jones, Mr. R.
Cull, Dr. C. H.	Joyce, Mr. A. S.
de Crespigny, Mr. R. J.	Kaneko, Mr. H.
Dasen, Mr. P.	Keane, Mrs. L.
Doutch, Mr. H. F.	Kiriloff, Mr. C.
Edgar, Mrs. S.	Langman, Mrs. E. A.
Fisher, Dr. N. H.	Lampert, Mr. R. J.
Frodsham, Dr. J. D.	Link, Mr. A. G.

Loofs, Dr. H. H.
MacDougall, Mr. I.
McDougall, Dr. I.
McFarlane, Mr. B. J.
Mason, Dr. R. P. H.
Masterman, Mr. K. C.
Mayrhofer, Mr. C. M.
Morgan, Mr. D. H.
Moss, Dr. A. J.
Mulvaney, Mr. D. J.
Noakes, Mr. L. C.
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Rawson, Mr. D. W.
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Robertson, Mr. C.
Rose, Mrs. L.
Rigby, Dr. T. H.
Russell, Mrs. K.

Salazar, Mr. F.
Seagrim, Assoc. Prof.
Smith, Mrs. F.
Soewito-Santosa, Mr.
Stockwin, Dr. J. A.
Supomo, Mr. S.
Taylor, Dr. S. R.
Tisdell, Dr. C. A.
Townley, Mr. K. A.
Troy, Mr. P. N.
Truman, Mrs. V. N.
Vaughan, Miss J.
Verlato, Mr. G.
Viney, Mrs. H.
Weatherley, Dr. A. H.
White, Dr. A. J. R.
White, Mr. D. A.
Williams, Dr. K. L.
Williams, Mr. L. W.
Wilson, Mr. I.
Wilson, Mr. R. C.
Wrigley, Mrs. C.

3. .

1969 has been a year of transition for the Department of Adult Education, symbolised by the change of title to Centre for Continuing Education late in the year. However, the work of the Department during the year closely resembled that of 1968, with a programme of classes for residents in the ACT slightly smaller than in 1968 and a somewhat expanded programme of schools and seminars, some recruiting nationally, some mainly regional in recruitment.

The Officer in Charge, Mr. J.L.J. Wilson, retired at the end of June, and the Director arrived at the end of April. Dr. N.F.C. Haines, formerly Reader in Philosophy at the University of Surrey, took up an appointment as Senior Lecturer at the end of November. By the end of the year the staff of the Centre had increased from two academic and four support to three academic and six support staff. The normal designations of lecturer and senior lecturer were introduced into the Centre along with the change of title. The nature and situation of the Centre was further clarified with the reconstruction of the Advisory Committee to become a joint committee of the Boards of the Institute of Advanced Studies and the School of General Studies appointed by the Vice-Chancellor on the nomination of the Boards.

At its first meeting on 2nd October the Committee discussed a draft policy statement setting out lines of future development for the Centre to develop and fill out the purposes of the Centre as submitted to the AUC for the 1970-72 trianum. It received the general approval of the Committee and subsequently of the two Boards and of Council. The areas of activity were set out as follows:

1. the provision of a carefully selected programme of courses for residents in the city of Canberra;
2. refresher schools and courses for professional and occupational groups;
3. national seminars and conferences on issues of scientific, political, social, cultural and economic concern;
4. research in adult education;
5. activity on behalf of adult education throughout the Commonwealth;
6. work within ANU on an ad hoc basis on methods of teaching and related matters;
7. training and consultancy in adult education in the ACT and Australia;
8. training and consultancy in adult education for countries of S.E. Asia.

THE CLASS PROGRAMME

A summary of classes and students is provided at the end of this report. It presents information obtained from enrolment forms and class registers about students' ages and previous education, and about their attendance at classes. The deficiencies of the information for a sophisticated understanding of work in adult education demonstrate the need for research studies of such subjects as adult motivation, tutors' objectives and methods, students' satisfaction and dissatisfaction, as

well as of the needs for adult education in the population and the extent to which these needs are being met. Much of this kind of investigation has administrative implications and might improve class provision. Wastage might be reduced if class sizes were more closely controlled or needs were more accurately identified and provided for through more informative class publicity. At present little is known of styles of teaching adult classes, and of the meaning attached to such terms as seminar, lecture or discussion by different tutors. At present also, the market for adult education seems to be almost infinitely flexible; it is probably called forth by the provision of classes as much as vice versa. These and other issues deserve examination for themselves no less than for their immediate administrative implications.

Information extracted from the tabulated summary of classes and students at the end of this report points up some of the difficulties of policy and purpose which affect a traditional university adult class liberal programme. In summary the table conveys the following:

	students as attending %		male	as %	female	as %	attended as 50% or more	as % of attenders
Modern languages	754	46	325	54	429	42	304	43
all other classes	<u>874</u>	54	<u>279</u>	46	<u>595</u>	58	<u>570</u>	65
all classes	1628		604		1024		874	54

Thus almost half of all students (46 per cent) attended modern language classes, and these classes contained over half of all male students (325 men or 54 per cent male students). However, classes in modern languages showed significantly poorer attendance records overall, 43 per cent of their students attending at least half the classes, compared with 65 per cent in other classes. Overall the predominance of women was in the ratio 63:37. While 46 per cent of all students attended language classes, only 35 per cent of those attending at least half the possible classes were language students. These figures reveal the problem of wastage familiar to adult educators. More interesting, they point up problems of values and priorities.

It is generally assumed that adult education is failing inasmuch as it caters mainly for women (63 per cent in the ANU 1968 class programme). While this assumption is not always clearly explained, the reasoning is usually that women have less impact in social and political affairs, that adult education at a university is centrally concerned with liberal and social purposes, broadly understood, and that the liberal and social purposes of the founding fathers have given way to leisure pursuits or therapy for the house-tied housewife. Yet at the ANU a large part (46 per cent) of all students were aspiring linguists; they were thus concerned with what is on face value the least socially purposive, most technical, part of the programme. Without language classes the proportion of women would be 68 per cent. In accentuating the socially purposive subjects and the personally and academically more central subjects such as literature, philosophy, politics and psychology one would be reducing further the proportion of men which is commonly thought to be a bad thing. Conversely one would be reducing the level of wastage, since "effectiveness" in modern languages was significantly lower than in other subjects (43 compared with 65 per cent).

Other information provided in the summary is less problematical. The returns available on age and previous education may be summarised thus: (all figures expressed as percentages)

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	<u>age</u>				<u>educational qualifications</u>		
	<u>under 26</u>	<u>26-35</u>	<u>36-45</u>	<u>Over 45</u>	<u>degree</u>	<u>other tertiary</u>	<u>all</u>
modern languages	40	30	17	13	39	14	53
all other classes	28	36	21	15	38	27	65
all classes	34	33	19	14	38	21	59

The percentages in this summary indicate the extent to which ANU adult education appeals to the young and the young middle-aged adult. In part this is a reflection of the Canberra age structure, though the relative under-representation of those over 45, who tend to be more free of family responsibilities that tie them to the home, deserves remark. The number of young adults may reflect the absence of other inexpensive evening pastimes in Canberra to appeal to people many of whom are relative newcomers; it is however accentuated by the high proportion of language classes in the programme, which do tend to be patronised by the relatively young. The educational qualifications, especially of the non-language students, 65 per cent of whom hold university or other tertiary qualifications, go some of the way to answer those critics who assert that adult or continuing education is a sub-degree level activity and not therefore a proper concern of universities.

Sixty-three classes were conducted in 1969; they enrolled 1855 students, 90 less than in 1968. Two classes were of 150 hours' tuition each; one was of 60 two-hour sessions; six were of 40 sessions; nineteen were of 30 sessions; ten were of 20 sessions; and twenty-five of 10 sessions; this represents a total of 1470 two-hour lecture-discussion sessions, 30 fewer than in 1968. The subject distribution of classes was as follows:

Science	3
Politics, Economics, Philosophy & Religion	9
Psychology and Sociology	7
History and International Affairs	5
Art	2
Modern European Languages	20
Oriental Languages	5
Literature	5
English Expression, Efficient Reading, etc.,	7

Courses on the political novel and on the language of German song failed to recruit adequately and were, therefore, cancelled. Among the most popular classes were those on Australian Aboriginal pre-history (81 students), pre-Columbian arts (52), the Greek language (58), persons and their relationships (82), and geology I (77); several language classes, notably German I (82) and Italian I (73), also recruited large numbers, but as is normal with such evening language work wastage also tended to be high.

Previous reports have commented on the difficulty of mounting adult classes in science. Again, geology proved to be the only successful course which it was possible to arrange; biology suffered misfortunes and had to be closed prematurely; other ideas for science courses could not be implemented. The Centre is therefore the more grateful for the continued efforts of the Geology Department, which has for several years now offered 1st and 2nd year geology as a departmental contribution co-ordinated by the Head of Department, Professor Brown. It is to be hoped that several Departments of the University may in future arrange similar general courses in their subject areas, where these seem appropriate.

The popularity of courses far removed from present day social

and political concerns indicates the totally changed character of most liberal adult evening class work today, and raises questions of the purposes of the Centre and of its priorities in arranging the class programme. How important is it that science should be represented in the class programme? What are the priorities as between individual self-cultivation and courses that relate directly to current social concerns? How far can a calculus be constructed by which quantity of enrolment may be measured against quality of work achieved?

SEMINARS AND SCHOOLS

Eleven schools or seminars were arranged during 1969; they enrolled over 1100 participants, twice as many as in 1968. The major schools appealed to specific interest groups, usually on an occupational basis, though a few recruited more widely.

The intensive language course in Japanese enrolled the unprecedentedly high number of 94 students, probably because of the imminence of Expo 70; it was unusually well served by ANU tutors under Dr. Alfonso assisted by Dr. M. Hashimoto, Academic Director of the Japanese Institute of Languages in Tokyo. Special attention was given within the course to the needs of school teachers in order to encourage the better teaching of Japanese in high schools. The course enrolled 27 high school teachers as well as 32 business men, 21 public servants and 14 scholars and students.

In Orientation Week the Department again arranged a one-day programme, The University meets the Parents, which proved to be very popular. 395 parents attended, some from the ACT and adjacent areas, some from further afield. The exercise is, by general consent, of considerable value to both the University and the parents; it is less clear that it should be the responsibility of Continuing Education, since it is rather a public relations than an educational exercise and might be held properly to be the province of University Information.

In March the weekend symposium on Physical Recreation and Fitness attracted 80 enrolments and was addressed by a number of ANU and other speakers. At the end of May 52 pharmacists from the region attended a refresher school in pharmacy taught by lecturers from the Sydney University Department of Pharmacy. A number of members of this school expressed a wish for further refresher classes during the year, but it has not proved possible to meet this need with local teaching resources.

Probably the most significant exercise of the year was the seminar arranged with UNESCO on support for the performing arts. The 104 participants represented a wide range of interests from various of the arts and from all States. The seminar was addressed by administrators of the arts from America, Britain and New Zealand as well as Australia; its papers and discussions attracted much attention at the time and subsequently. Schools and seminars thus catered for a widening range of interests. Some recruited mainly regionally; others attracted participants from all parts of the Commonwealth.

In July an Inter-firm Comparison seminar employing the case study method was arranged in co-operation with the Department of Trade for senior executives in the apparel industry. At 33, recruitment to this seminar was disappointingly low; however the calibre of participants was very good and many important firms in the major cities were represented. It is likely that this technique for measuring efficiency will thus come to be disseminated quite generally throughout the industry.

The annual conference of the Australian Association of Adult Education attracted 60 participants from university departments and other adult education agencies. The theme of the conference was the political education of Australians; papers were presented by Professor Partridge, Dr. Kamenka, and Mr. Bennetts as well as by several outside speakers.

In September a one-day seminar was arranged at the request of the Acting Deputy Chairman of the Board of the School on examining and other forms of assessment in the University. Each Department was invited to send two staff and two student members. Discussion centred on assessment procedures currently practiced in the Departments. The papers and resolutions from the seminar were referred to Faculty Education Committees for further consideration.

In November three weekend schools were arranged, mainly for local people. It was felt that the purposes of these courses might better be satisfied by a weekend than a week by week format, even though recruitment was mainly local. The seminar on Writing for Children, planned in conjunction with the Canberra Children's Book Council and the Canberra Fellowship of Australian Writers, was addressed by authors and illustrators of children's books and attracted 66 participants. An inter-disciplinary school on the Evolution of the New Man recruited poorly, although the quality of discussion for those attending was most satisfying. The school was arranged by Mr. Ginnane with contributions also from Dr. Boyden, Dr. Hennessy and Mr. Vandermarck. A school on the New Cinema, the first of two linked weekend schools on film as an art form, attracted 64 students. The Creative Arts Fellow, Arthur Cantrill, and his film-maker wife Corinne provided an opportunity for participants to see and discuss rare films not normally available, and also to make films during a workshop on the Sunday morning.

RESEARCH AND PUBLICATIONS

The Director has consulted with adult education agencies in the ACT and with colleagues in university departments elsewhere throughout Australia to explore the state of knowledge and of research in Australian adult education. It is hoped that in 1970 a research assistant may be appointed to the Centre to facilitate the development of empirical studies into the need for and operation of adult education, initially in the ACT. It is also hoped that post-graduate students may be attracted to the Centre to work for higher degrees on aspects of adult education.

Dr. Duke delivered a paper to ANZAAS at Adelaide on the subject of continuing education; Mr. Crew delivered the 1969 Mansbridge Lecture at Sydney in October. He is continuing his studies in the history of adult education in Australia and has been awarded a grant of \$3,058 by the ARGC for this work in 1970.

Publications

- CREW, B.H. "The beginnings of the WEA in Queensland" Australian Journal of Adult Education, IX, 2, 1969 "Adult Education in Malaysia" Aspbae (Journal of the Asian South Pacific Bureau of Adult Education) III, 2-3, 1969
(review articles)
"Learning and Working" Australian Journal of Adult Education, IX, 1, 1969
"Convergence" Australian Journal of Adult Education, IX, 3, 1969
- DUKE, C. "Towards Education Permanente: the concept of life-long integrated education" Australian Journal of Adult Education, IX, 3, 1969

1969 CLASS PROGRAMME - SUMMARY OF COURSES

1969 CLASS PROGRAMME - SUMMARY OF COURSES												78/1970		
Title	Lecturer	Term(s)	no of meetings	8.		M	F	attended 50% or more	Educational Qualifications		Under 25	Age (2)		Over 45
				students attending (1)					Degree	Other tertiary		26 35	36 45	
Geology I	Prof. Brown & others	2	20	59		34	25	40	32	20	18	24	13	4
Geology II	Prof. Brown & others	1	10	25		17	8	18	9	10	3	6	9	4
The New Society	W. Ginnane	1	10	15		7	8	8	11	4	3	6	4	2
The Creek Legacy	K. Masterman	1	10	59		9	50	47	12	18	19	17	9	9
Drama in Education	C. Wrigley	1	10	26		2	24	15	5	17	15	4	4	2
Child Development	L. Keane	1	10	28		1	27	16	6	7	7	16	4	0
Biology for Parents	Dr. Weatherly	1 ⁽³⁾	5	16		2	14	4	4	3	2	4	6	3
Aboriginal Pre History	Jones, Lampert Mulvaney	1	10	21		22	59	65	40	18	20	29	10	8
Migrant Assimilation	D. Phillips	1	10	23		12	11	14	10	7	4	3	5	7
Pre-Columbian Art	C. Gibson	1	10	53		9	44	36	23	18	12	17	14	9
Devolpments in Theology	R. Campbell	1	10	18		7	11	16	9	6	4	0	2	11
Religions of the World	A. L. Basham	1	10	39		10	29	31	16	8	16	12	5	6
What is sociology	G. Caldwell, D. Phillips	1	10	13		5	8	10	7	2	5	5	1	1
Clear Thinking	R. Holt	1	10	26		13	13	18	6	2	7	8	7	3
Efficient Reading	L. Rose	1	10	17		9	8	15	4	6	8	6	1	1
Interpersonal Experience	C. Duke, L. Harvey	1	11	14		6	8	12	7	3	1	2	6	5

Ancient Rome	K. Masterman	1	10	32	7	25	26	5	11	4	10	8	10
Renewals in Art	N. Parker	1	10	26	4	22	18	8	6	7	12	2	2
Economic Theory and Practice	Dr. Tisdell	2	20	11	8	3	8	3	3	3	3	2	3
The Contemporary Novel	S. Edgar	2	20	19	0	19	16	5	5	0	6	5	4
Creative Writing	R. Wilson	3	30	36	9	27	27	12	10	14	10	6	6
Australian History II	V. Crew	3	30	25	4	21	18	3	6	2	7	7	1
Australian Politics	P. Troy & others	3	30	26	12	14	7	15	6	8	11	3	0
Chinese Civilisation	D. Frodsham & others	3	30	9	3	6	5	3	1	4	1	3	0
Japanese Civilisation	J. Caiger & others	3	30	57	31	26	9	27	11	18	19	6	7
S.E. Asian Civilisation	H. Loofs	3	30	31	18	13	6	20	3	10	12	5	7
Piaget	Prof. Seagrim	1	10	23	1	22	c10	12	10	3	13	3	3
Child Development	L. Keane	1	10	18	2	16	10	2	4	5	10	2	0
Books about Women	S. Hayes	1	10	16	0	16	15	3	5	1	5	6	3
Post War Drama	S. & L. Hayes	1	10	13	11	2	9	4	5	2	4	5	2
International Affairs	V. Crew	3	30	15	2	13	9	3	5	0	9	4	2
Homeric Greek	D. Mayrhofer	1 ⁽⁴⁾	10	5	2	3	4	2	0	2	1	2	0
Japanese Language I	MacDougall & Viney	3	30	49	26	23	18	23	7	16	16	4	5
Japanese Language II	K. Kaneko	3	30	25	7	18	3	8	2	9	6	5	2

Japanese Language III	Dr. Alfonso	1	10	16	8	8	16	9	1	6	4	2	3
French I	T. Hensen, F. Smith	3	30	60	20	40	17	21	4	25	16	10	6
French III	G. Carman	3	30	37	14	23	8	8	4	13	8	4	6
French IIII	G. Halligan	3	30	22	12	10	9	13	2	8	3	7	1
French IV	H. Polach	3	30	18	3	15	2	10	2	4	2	2	4
Indo-Malay I	Soewito-Santoso	3	30	29	18	11	7	13	3	9	6	5	2
Indo-Malay II	Soewito-Santoso	3	30	9	7	2	8	6	0	2	4	2	1
Intensive German	Dr. Cull	2	20	17	6	11	6	13	3	9	4	2	2
Intensive French I	A. Polach	2	20	20	9	11	8	8	7	10	10	0	0
Intensive Spanish I	J. Harris	2	20	41	15	26	21	16	9	23	5	4	3
Intensive Spanish II	F. Salazar	2	20	11	8	3	5	3	1	5	2	2	0
Intensive Spanish I	F. Salazar	1	10	6	3	3	6	4	0	1	1	2	1
Intensive Spanish I	J. Harris	1 ⁽⁴⁾	6	3	0	3	0	1	2	0	1	0	2
Better English I	C. Blakers	1	10	14	10	4	11	4	0	3	3	2	3
Better English I	C. Blakers	2	20	29	9	20	16	7	8	10	14	3	2
Better English II	D. Morgan	2	20	36	25	11	26	8	6	6	8	12	4
Better English II	D. Morgan	1	10	15	9	6	10	1	4	6	2	4	3
Second Language English	D. Morgan	1	10	23	14	9	15	11	0	2	15	5	1
Second Language English	M. Grech	1	10	12	6	6	10	2	0	2	5	1	1
Second Language English	M. Grech, D. Morgan	2	20	40	20	20	28	7	8	13	14	9	4

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Icelandic	J. Vaughan	2	20	8	5	3	7	4	3	1	1	2	4
Russian I	V. Truman	3	30	32	11	21	6	12	6	11	11	3	1
Russian II	M. Pederson	3	30	10	5	5	5	7	2	2	2	2	1
Italian I	G. Verlato	3	30	72	19	53	10	19	15	34	18	12	8
Italian II	G. Verlato	3	30	27	12	15	15	11	4	5	6	9	6
German I	E. Langman, K. Russell	3	30	52	16	36	3	36	0	28	13	3	7
German II	M. Graneek	3	30	21	8	13	8	10	2	10	4	3	3
<u>TOTAL</u>				1628	604	1024	874	623	345	498	495	287	211

Notes

- (1) Attendance figures do not in all cases tally with enrolment figures since some students enrol yet never appear in classes.
- (2) A few students fail to give their age: totals therefore do not always correspond with the numbers attending classes.
- (3) Regraded from 10 meetings.
- (4) Continued from the 1968 programme.

SCHOOLS AND SEMINARS

12.

7E/1970

<u>Title</u>	<u>Contributors</u>	<u>Participants</u>			<u>Dates</u>	<u>in hours</u> <u>(approx)</u>	
		<u>M</u>	<u>F</u>	<u>Total</u>			
Intensive Japanese	Dr A. Alfonso Prof E.S. Crawcour Dr M. Hashimoto Mr I. MacDougall	Mr K. Niimi Miss M. Shigemato Dr J.A.A. Stockwin	61	33	94	2-30 January	140
The University Meets the Parents	Sister Angela Mr A. Brooks Prof D.N.F. Dunbar Mrs M. Evans Dr S.B. Furnass Prof C. Gibb	Prof R.L. Mathews Prof Neumann Mr W.P. Packard Assoc Prof P. Pentony Mr S.J. Rawling Prof G.H. Russell	c197	c198	395	1 March	8
Physical Recreation and Fitness	Dr S.V. Boyden Mrs E. Boyson Mr G. Caldwell Dr A.B. Corrigan Sir John Crawford Mr C.H. Davis Mr I. Frencham Dr S.B. Furnass Mr L.G. Hamilton Dr J.Y. Harrison	Dr E.H. Hipsley Dr P.J. McCullagh Mr P.J. McKeown Prof J.D. Ovington Prof K.A. Provins Dr R. Reader Mrs R. Schwarloze-Fisher Mr K. Storey Dr J. Sutton Dr A.H. Weatherly	70	10	80	14-15 March	10
Support for the Performing Arts	Mr U. Beier Mr J. Bolting Dr. H.C. Coombs Sir John Crawford Hon Mr Justice Eggleston Mr L. Harris Mr H. Hindley Mr J.B. Hightower Mr R.A. Hohnen	Mr G. Ingram Mr J. Lambert Mr N.V. Linklater Sir Robert Madgwick Mr D. Peters Prof R. Quentin Mr F. Rinaldi Mr M.C. Timbs	64	40	104	25-31 May	40
Pharmacy Refresher School	Mr R. Dash Dr V. Powell Dr J.S. Robertson	Dr J. Thomas Dr R.E. Thomas	31	21	52	7- 8 June	10

		13.					78/1970	
Inter-firm Comparison (Apparel Industry)	Mr R.A. Judge Mr S. Karpin Prof R. Mathews Mr R.J. Pease	Mr P. Spry-Bailey Mr P. Standish Mr R. Whitmont	31	2	33	12-13 July		
The Political Education of Australians (annual conference of AAAE)	Mr J. Bennetts Senator S.H. Cohen Dr D. Dufty Dr E. Kamenka	Prof P. Partridge Mr E. St. John Mr E.L. Sommerlad	48	12	60	22-26 August		24
Examining and Other Forms of Assessment in the ANU	Mr D.S. Anderson Prof D.N.F. Dunbar Miss A. Green	Miss B. Falk- Prof A.N. Hambly	c120	c30	c150	27 September		9
Writing for Children	Mrs M. Balderson Miss E. Clancy Mr L. Copping Mr G. Hughson Prof K. Masterman	Mrs N. Parker Mr R. Robinson Rev. J.C. Tyrrel Miss B. Vernon	16	50	66	8- 9 November		9
Evolution of the New Man	Dr S.V. Boyden Mr W.G. Ginnane	Dr B. Hennessy Mr E.H. Vandermarck	10	8	18	21-23 November		12
The New Cinema	Mr A. Cantrill	Mrs C. Cantrill	40	24	64	28-30 November		18
		<u>Total</u>	c688	c428	c1116			